

Computing Assessment Years 1 and 2



Year 1/2 Assessment Overview

In many units, children will be furthering online understanding and concepts of technology (DL) through making digital content (IT and CS)

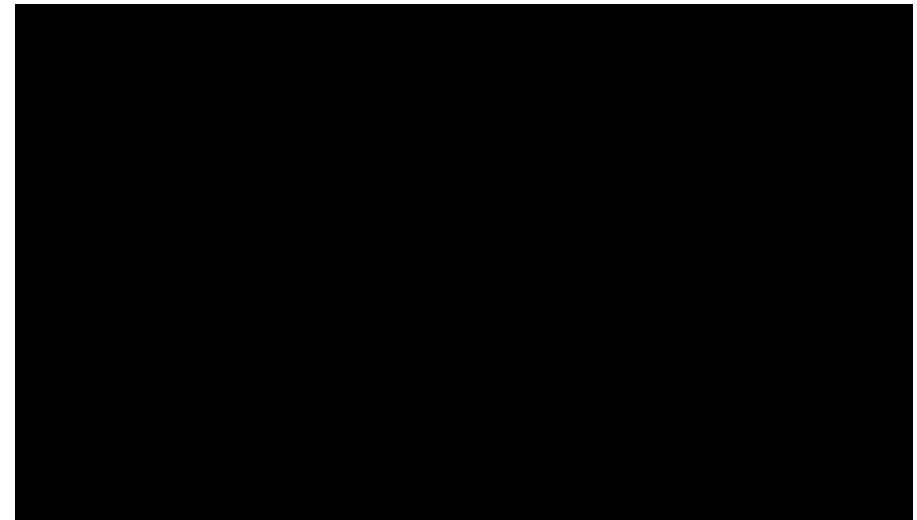
At all times children will be learning about using technology safely and respectfully (DL).

- In most units for all strands, children will be developing their general information technology skills (IT).

This overlap, repetition and reinforcement helps to give children a deeper understanding of the knowledge and skills across all strands and of their integrated nature in the real-world.

Y1 Progression Overview (Teacher)

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keep personal information private; identify where to go for help\ support with concerns about content or contact on the internet or other online technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children can sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.



Year 1			
Computer Science: Coding 1.7, Grouping and Sorting 1.2, Lego Builders 1.4	WTS	EXS	GDS
I can apply a logical process when sorting and grouping a range of objects (1.2)		Rest of class	
I can explain that an algorithm is a set of instructions. (1.4)		Rest of class	
I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7)		Rest of class	
I can work out what is wrong when the steps are out of order in instructions. (1.4)		Rest of class	
I can say that if something does not work how it should it is because my code is incorrect. (1.7)		Rest of class	
I can try and fix my code if it isn't working properly. (1.7)		Rest of class	
I can make good guesses of what is going to happen in a program. For example, where the turtle might go. (1.7)		Rest of class	
		Rest of class	

Year 1			
Information Technology: Animated Stories 1.6 Creating Pictures 2.6, Coding 1.7	WTS	EXS	GDS
I can know what sound, pictures and text are. (1.2)		Rest of class	
I can add sound, pictures and text to a program such as 2Create a Story. (1.6)		Rest of class	
I can change content on a file such as text, sound and images (1.6, 1.7)		Rest of class	
I can name my work. (1.6, 1.7)		Rest of class	
I can save my work. (1.6, 1.7)		Rest of class	
I can find my work. (1.6, 1.7)		Rest of class	

Year 1			
Digital Literacy: Technology outside school 1.9	WTS	EXS	GDS
I can say what technology is. (1.9)		Rest of class	
I can say what examples of technology are in school. (1.9)		Rest of class	
I can say what examples of technology are at home. (1.9)		Rest of class	
I know that a chair uses old technology and a smartphone uses new technology. (1.9)		Rest of class	
I can keep my login information safe. (1.1 and most units)		Rest of class	
I can save my work in a safe place such as 'My Work' folder. (1.1 and most units)		Rest of class	
		Rest of class	

Year 2			
Computer Science: Coding 2.1	WTS	EXS	GDS
I can explain an algorithm is a set of instructions to complete a task. (2.1)		Rest of class	
I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1)		Rest of class	
I can design a simple program using 2Code that achieves a purpose. (2.1)		Rest of class	
I can find and correct some errors in my program. (2.1)		Rest of class	
I can say what will happen in a program. (2.1)		Rest of class	
I can spot something in a program that has an action or effect (does something). (2.1)		Rest of class	
		Rest of class	
		Rest of class	

Year 2			
Information Technology: Creating Pictures 2.6, (Units for Year 2 of 2 year rolling programme- Spreadsheets 2.3, Questioning 2.4, Making Music 2.7, Presenting Ideas 2.8)	WTS	EXS	GDS
I can organise data – for example, using a database such as 2Investigate. (From 1.2-2.3, 2.4)		Rest of class	
I can find data using specific searches – for example, using 2Investigate. (2.4, also links to internet searching)		Rest of class	
I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8)		Rest of class	
I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units)		Rest of class	
I can name, save and find my work. (most units)		Rest of class	
I can include photos, text and sound in my creations. (2.8, 2.6)		Rest of class	

Year 2			
Digital Literacy: 2.5 Effective Searching, 2.1 Coding (2.2 Online Safety in year 2 of 2 year rolling programme)	WTS	EXS	GDS
I can find the information I need using a search engine. (2.5)		Rest of class	
I know the consequences of not searching online safely. (2.2, 2.5)		Rest of class	
I can share work and communicate electronically – for example, using 2Email or the display boards. (2.2 and others)		Rest of class	
I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2)		Rest of class	
I can see where technology is used at school such as in the office or canteen. (2.2)		Rest of class	
I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1)		Rest of class	
		Rest of class	
		Rest of class	